

## LD1235 10/28/15 and 11/13/15 Committee Meeting Notes

Proficiency Questions	Needs for PBE Stakeholder Group for next meeting	Issues for schools	Educator Prep - (pre-service/Inservice)	The stakeholder group	Outside the Law	Clarify the law	Whats working? (stories)	Commitment of districts to PBE	Obstacles to Proficiency
The field is confused about approaches to PBE grading, should the Maine DOE provide guidance?	District story - Set up two 10 minute telephonic presentation by Deer Isle Stonington and another, different district for the November meeting.	Can PBE systems acknowledge exceptional achievement?	How do we deepen educator understanding of the standards and their intended rigor?	Caution - be clear about communications to the field about PBE expectation and supports.	Should there be an alternative diploma for 1% most severely cognitively impaired?	Explain what is meant by "experiences in ELA, math and science & technology".	Maine DOE reporting on progress of districts.	Proficiency has impacted the work in districts. There are already changes in the ways that school do business that districts will hold onto as part of their ongoing systems.	Algebra
The field has differing understanding of whether proficiency is required in all areas, is guidance?	Equitable access plan - Anita will provide	Schools are faced with changing practices and the need to monitoring student progress in learning more now than ever.	Are certification expectations sufficient to adequately prepare teachers to teach in a proficiency based system? How can the state monitor this?	Caution - How will recommendations of this stakeholders group impact districts?	Tiered Diploma	Provide guidance about the current flexibility to support learners under the existing law.	Report on what it looks like to blend systems	District will hold on some of this best forever	World Languages
Districts have expressed a desire to understand comparability of PBE systems across districts, how will the Maine DOE monitor comparability?	5yr plan for PBE supports - Anita and Diana will provide	School must find ways to providing repeated opportunities for demonstrating and proficiency, this is different from past practices.	Are IHE's preparing teachers adequately?	How does this stakeholder group maintain a balance between local control and guidance and supports that best serve students.	CCR definition all 8 content areas math ELA Other?	Provide more info on point 'C' on IEP policy	Describe how students can meet expectations of the learning standards through experiences inside and outside of school.		Sufficient supports for learning
Districts want guidance about what proficiency looks like in each content area and the guiding principles AND how much it required for proficiency, canb the Maine DOE provide these supports?	Triangle of PBE model - Diana will provide	Schools are looking for and experimenting with models for classroom differentiation and support for learning as a way to increase proficiency for all students.	How do we support Inservice learning in content areas?	What other data might Maine DOE collect to monitor progress?		Clarify that there is no 'one' way to deliver proficiency	Share stories that make is clear how educators can positively impact student motivation and engagement.		Equitable access is connected - confirm and provide support
Districts have approached the organizaiton of the standards in many different way, how will this effect students who come into the state and move between districts? What can the Maine DOE do support students?	US DE guidance from Arne Duncan re testing flexibility (October 24) -Jaci will provide	Don't disenfranchise our top students	IHE's focusing more on expectations in PK-12 and shifts in teaching and learning.			Clarify the different approaches	Share stories about positive community engagement and perceptions about proficiency.		Watch proficiency rates in high pvoerty settings
Should there be guidance about approaches to grading?	Jan will lead a discussion about the Maine DOE policy on standards based IEP goals at the next meeting.					Clarify drop out vs diploma [press for Fed change]	Reinforce the importance of the guiding principles to business needs.		How do we keep kids on track/engaged?
Proficient in <u>all</u> areas?	ESEA/NH pilot next meeting					Common expectations for all HS	Make the connection between elementary and middle schools proficiency work and its support student proficiency in high school.		
How will we keep track of comparability?	Info about States who offer tiered diploma						Student motivation and engagement - examples of whats working		

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How much is proficient?	Should we celebrate exit from HS? How?						Community engagement and values		
How much can districts re-org the standards?	Discussion: What is the threshold for diploma?						Business needs - guiding principles		
Important to help district to understand what a 'standard' is.							How do elementary and middle schools support the HS PBE efforts?		
							Tell stories about proficiency/achievement in high poverty settings		
							What is making it work, especially in elem? Longevity and leadership		
							Consider ways to fund for equity		